

Summer 2006 - Building Native Community and Economic Capacity

Course Credits/Hours: 3

Instructor:

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Online Course Site Access:

In the Summer 2006 session, this course is being taught through the University of Missouri-Columbia's Educational Technologies at Missouri (ET@MO) using Blackboard Learning System™.

You may access the course via <http://courses.missouri.edu>. Under course login, select Blackboard and enter your PAW Print. If you have difficulty in logging in to the course or you do not see the course listed, please contact the *IAT Services Help Desk* at 573-882-5000. If you are having any technical difficulties throughout the course, please contact the *IAT Services Help Desk*.

Course Overview:

This course will focus on unique approaches to helping Native communities build their community and economic capacity. You will learn to take a participatory, culture-centered, and strength-based approach to community and economic development. Topics will include alternative orientations to community/economic development, community/economic development practice, governance and leadership, challenges and opportunities for community/economic development, and special tribal opportunities and challenges. You must have successfully completed the Introduction of Native Community Development course or have my approval prior to taking this course.

Course Objectives:

The objectives of this course are to expose you to selected approaches to the unique community/economic opportunities and challenges in Native American governments and communities. This course will provide you with a detailed knowledge of economic conditions within Native American communities, and strategies to develop the community assets or capitals in order to improve the economic conditions of Native communities. Specifically, this course will address the following objectives:

- You will distinguish between a culture-centered, strength-based, and participatory community approach versus an expert-based economic approach to development.
- You will develop specific skills in applying asset-mapping and appreciative inquiry processes.
- You will have the ability to analyze community settings and implement strength-based and/or a capitals framework to community development.
- You will be able to compare and contrast indigenous and ethnocentric perspectives to community development.
- You will facilitate culture and place-based development through the techniques and principles of communication.
- You will analyze and apply lessons gleaned from case studies in regard to positive community and economic development models.
- You will analyze sovereignty and culture as a mechanism underlying many community development approaches within Native communities.

Required Technology:

This online course assumes a basic operating knowledge of a personal computer, word processing software, electronic mail, the Internet and Web browsing, and file transferring from the Web. At a minimum, you will need the hardware, software and connectivity that will allow you to perform those tasks without technical limitations. You will also need Adobe Acrobat Reader, which is available as a free download, to open “pdf” files. If you have any questions concerning the required technology, please contact me before the first week of the course.

Required Course Materials:

You will need to purchase the Kretzmann and McKnight text. It is critical that you purchase your textbook early. Because you may be dealing with independent book providers and shipping times, some students have experienced delays in receiving textbooks in the past.

- Kretzmann, John P., and John L. McKnight. 1993. *Building Communities From the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets*. Chicago: ACTA Publications.

Readings from other sources will be accessed via Blackboard and/or Web sites. You will examine a number of case studies throughout the course drawn from scholarly journals and professional reports. Readings are subject to change and you can expect other readings to be posted as the semester progresses.

Online Class Netiquette:

You, your fellow students, and me wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can

be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance.

Academic Integrity Policy:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with me.

Academic dishonesty includes but is not necessarily limited to the following:

- A. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- B. Plagiarism which includes but is not necessarily limited to submitting examinations, themes, reports, drawings, laboratory notes, or other materials as one's own work when such work has been prepared by another person or copied from another person.
- C. Unauthorized possession of examinations or reserve library materials, or laboratory materials or experiments, or any other similar actions.
- D. Unauthorized changing of grades or markings on an examination or in an instructor's grade book or such change of any grade report.

The University has specific academic dishonesty administrative procedures. Although policy states that cases of academic dishonesty must be reported to the Office of the Provost for possible action, the instructor may assign a failing grade for the assignment or a failing grade for the course, or may adjust the grade as deemed appropriate. The instructor also may require the student to repeat the assignment or to perform additional assignments.

University of Missouri-Columbia Notice of Nondiscrimination:

The University of Missouri System is an Equal Opportunity/Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri-Columbia, 130 Heinkel Building, Columbia, MO 65211, 573-882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

Accessibility:

If you need accommodations because of a disability, please inform me immediately by e-mail to phillipsjl@missouri.edu, or by phone to 573-234-2064.

To request academic accommodations, students must also register with Disability Services, 573-882-4696, <http://www.missouri.edu/~accesscm/>. Disability Services is the campus office

responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. Another resource is MU's Adaptive Computing Technology Center, 573-884-2828 or 866-396-2380 (toll free) or ctcenter@missouri.edu, and is available to provide computing assistance to students with disabilities.

For more information about the rights of people with disabilities, please call 573-884-7278 or see <http://ada.missouri.edu>, or e-mail hensonl@missouri.edu.

Course Policies and Procedures:

Although online courses provide some flexibility in scheduling your workload, it is important for you to stay current in the course. Students who fall behind in their assignments are often forced to play "catch up" which reduces the quality of their work and lowers their grades. Past students have misjudged the work effort involved in some assignments and have not been able to make up late assignments. This is especially critical in a condensed 8-week summer course, when material is covered that usually spans an entire semester.

Assignments are due on the date indicated. Late assignments will be penalized by one point per day late.

All discussion postings for a week are due at the time and date indicated, usually on a Monday evening. Because discussion postings are most valuable when people are actively involved in a conversation, the assigned discussion thread will be closed after the due date and time has passed and there will be no opportunity to make up lost discussion points.

Inevitably, everyone experiences technical difficulties on occasion. If your computer file becomes corrupted or your computer crashes before an assignment, please contact me as soon as possible to make alternative arrangements. However, technical difficulties do not relieve you of your course responsibilities, and there are preventative steps that you can take to limit your risk. Please backup your work files weekly or even daily. That means copying all your work files to a diskette, CD, or flash drive, and keeping them in a safe place. Also, it is a good idea to e-mail your files to yourself so that they then reside in another computer system. Technology failures often end in sad stories and I will sympathize. But sympathy will wear thin if your computer appears to crash regularly before assignment due dates.

Grading System:

A = Excellent work (100 – 90 points)

B = Good work (89 – 80 points)

C = Average work (79 – 70 points)

D = Poor work (69 – 60 points)

F = Insufficient/Failed the criteria (59 points and less)

I = Incomplete (*Note: incomplete grades are given when the student has a compelling reason for not completing the coursework, for example, a major illness or family emergency. They are not intended to give students additional time after the semester to complete coursework due to time mismanagement.*)

Course points will be assigned as follows:

- Reading and Discussion = 40 points
- Assignment Proposal = 5 points
- Assignment Part I = 20 points
- Assignment Part II = 25 points
- Assignment Part III = 10 points

Course Work:

Reading and Discussion:

Every weekly lesson will require some reading and discussion. Because you should have time to read and contemplate the material before you begin your discussion, the reading and discussions on a particular topic will typically cover a two-week span. Here's how it will work. Let's say that the topic to be covered is asset-mapping. You will read the material on asset-mapping in Week One, and then discuss it during Week Two. But during Week Two, while you are discussing asset-mapping, you will also be reading for the next week's topic, community capitals approach. This way, except for the very first and last weeks, you will be discussing a topic you read about in the previous week and, at the same time, also reading about a topic to be discussed next week.

There will be 13 discussion topics assigned about readings and the student can earn a maximum of three points per topic, which will total 40 course points (you will receive one point for your Week One introductory biography). Discussion postings are evaluated based on participation level, interaction, and critical thinking, as follows:

- Participation level: 1 point per discussion topic earned if posting(s) address the discussion question(s) in a substantive manner, showing that you clearly gave the question(s) thought and carefully prepared a response.
- Interaction: 1 point per discussion topic if posting(s) respond to your classmates comments in a thoughtful and encouraging way. You should validate your classmate's comment by: 1) demonstrating that you understood what they were communicating, and 2) elaborating on their comments with your own thoughts or perspective. Constructive criticism is encouraged but should be communicated in a positive way.
- Critical thinking: 1 point per discussion topic if posting(s) demonstrate critical thought and/or linkage with the readings (through the use of citations). Critical thought requires the student to use analytical tools such as comparing and contrasting, evaluating, hypothesizing, synthesizing, and so forth. It requires evidence- or theory-based reasoning, not simple opining. This is a graduate-level course, so your critical thought must be at an appropriate level.

So, for each discussion topic, you should post an original comment, and then respond to your peers' comments. Use references to our readings so that your peers and I can connect your thoughts to the material. Think critically.

Also, you will notice some additional readings and discussion questions are listed as optional. If you are interested in the topics and in earning extra credit points, these are available to you.

Assignments:

You will develop an asset map of a community of your choice, and will incorporate community and economic development approaches discussed in the course. Your asset map will include data from both primary and secondary sources. Part of your assignment responsibilities will include peer-reviews of your classmates' asset maps.

Note that your assignment represents 60 percent of your overall grade, so do your best, and don't fall behind on your assignments.

Specific details regarding the assignment will be posted under the Assignments section. You should read the detailed instructions as soon as possible. The assignment will consist of three primary components and your major assignment checkpoints will be as follows:

- Proposal (1 page): due Friday, June 23.
- Part I – Individual Capacities (5 pages): due Monday, July 3.
- Part II – Local Associations & Organizations, and Institutions (10 pages): due Monday, July 24.
- Part III – Findings and Recommendations (2 pages): due Friday, August 4.

Course Schedule (June 13 – August 4, 2006):

Module 1 (Weeks 1-2): Selected Orientations to Community & Economic Development

Week 1 (June 13-19): Welcome and Introductions; Wellness Approach to Economic Development.

Discussion (due by Monday, June 19, 10 p.m. central):

- *. Who are we? Write a short biographical introduction of yourself and post it on the Blackboard Discussion Board site. Feel free to respond to your classmates.
- 1. Based on the Rogers and Wyman articles, identify and then discuss some general themes of wellness that can be applied to Native communities and to economic and community development contexts.

Reading:

Rogers, Billy. (2001). A Path of Healing and Wellness for Native Families. *American Behavioral Scientist*, 44(9), 1512-1514. (posted on Blackboard).

Wyman, Sherman M. (1997). A New Vision for Continuing Higher Education: Creating Economic Wellness, *New Directions for Higher Education*, 97(Spring), 5-16. (posted on Blackboard).

Freire, Paulo. (1970). Chapter 1. In *Pedagogy of the Oppressed* (pp. 43-69). New York: The Seabury Press. (posted on Blackboard).

White, Robert A. (2004). Is 'Empowerment' the Answer? Current Theory and Research on Development Communications. *Gazette: The International Journal on Development Communications* 66(1), 7-24. (posted on Blackboard).

Cooperrider, David L., and Frank J. Barrett. (2001). Generative Metaphor Intervention: A New Approach for Working with Systems Divided by Conflict and Caught in Defensive Perception. *Appreciative Inquiry: An Emerging Direction for Organization Development*, D. L. Cooperrider, P. F. Sorensen, Jr., T. F. Yaeger, & D. Whitney (Eds.), Champaign IL: Stipes Publishing L.L.C. Retrieved April 13, 2006, from: <http://www.stipes.com/aichap7.htm>

Assignment:

Develop a one-page proposal that describes the community that you wish to study. See Assignments section in Blackboard for details. **Due next week on 10 p.m. central time, Friday, June 23.**

Additional Reading (optional):

Waisbord, Silvio. (2000). *Family Tree of Theories, Methodologies & Strategies in Development Communication: Convergences & Differences*. Victoria, Canada: The Communication Initiative. Retrieved February 11, 2006, from: <http://www.communicationforsocialchange.org/pdf/familytree.pdf>

Week 2 (June 20-26): Communication for Development; Strength-based Approaches to Identifying Community Assets (Appreciative Inquiry).

Discussion (due by Monday, June 26, 10 p.m. central):

- 2a. Freire, on page 46, describes how individuals from the oppressor class can try to join with the oppressed in their struggle. Yet he warns against a “false generosity,” on page 29 and again on page 46, as “nourished by an unjust order.” Freire says that, “A real humanist can be identified more by his trust in the people, which engages him in their struggle, then by a thousand actions in their favor without that trust” (p. 47). If a development practitioner is part of the established order and seeks to join with people in their cause, how can she or he do so without engaging in false generosity? Give some of Friere’s thoughts and then provide some of your own views and examples.
- 2b. White surveys a broad range of literature on communication for development, and provides a number of good examples of empowering communication. For example, on page 20, he mentions a hybridization of cultures process that can bring various stakeholders together to share their cultural orientations and find common ground. He says that “an animated, non-directive type of leadership” would be appropriate for this type of endeavor (p. 20). This makes me think of a talking circle whereby each participant has an equal opportunity to speak without a rigid format. What other examples can you find in the article that could be applied to a Native community context? Provide at least two examples with application to the Native community context.
3. Let’s say that you find that the case at the Medic Inn, outlined in the Cooperrider and Barrett paper, is similar to a community situation with which you’re now involved. You’ve been asked to work with this community to help identify their priorities and propose a development plan. Community leaders are distrustful of one another and sometimes downright hostile. There is a general negativity throughout the community—a sort of pessimistic fatalism that’s been reinforced through a long history of infighting. Using an appreciative inquiry approach, describe how you might begin to help this community move forward. What would be your initial move? Who would you work with? What difference could you make? Feel free to make up minor details as you need, but be realistic—you will not build trust and cooperation overnight.

Reading:

- Beaulieu, Lionel J. (2002). *Mapping the Assets of Your Community: A Key Component for Building Local Capacity-SRDC Series #227, June 2002*. Mississippi State: SRDC. Retrieved March 5, 2006, from:
http://srdc.msstate.edu/publications/227/227_asset_mapping.pdf
- North Central Regional Center for Rural Development. (2006). *Rebuilding Hope, Reclaiming History and Culture, Restoring Health: Stories of Success from Tribal and Native-serving Colleges*. Ames, IA: NCRCD, pp. 7-8; 11-32; 37-72. (posted on Blackboard).
- Kretzmann and McKnight, Chapter 1, pp.12-107.
- Landsdowne, Michele. (1999). Module Three: Entrepreneurship-Individual, Family, Community. Doug Allard, Allard Trading Post. In *American Indian Entrepreneurs: Flathead Reservation Case Studies* (pp. 31-44). Pablo, MT: Salish Kootenai College. (posted on Blackboard).
- Kretzmann and McKnight, Chapter, 2, pp.109-170.

Assignment:

Proposal due, e-mailed by Friday, June 23, 10 p.m. central.

Begin working on Part I – Individual Capacities. See Assignments section in Blackboard for details. **Due by Monday, July 3.**

Module 2 (Weeks 3-4): Community Development Practice – Community Capitals, Asset mapping

Week 3 (June 27-July 3): Asset mapping – Individual Capacities; Doug Allard case study; Local Associations and Organizations.

Discussion (due by Monday, July 3, 10 p.m. central):

- 4a. In “Chapter One: Releasing Individual Capacities,” Kretzmann and McKnight highlight various groups such as youth, seniors, people with disabilities, welfare recipients, and local artists. The authors also provide an inventory checklist (pp. 19-25) that one could use in gathering information. From what you know of Native communities, what other unique groups (in addition to youth, seniors, etc.) might be important to community development, and why? What modifications would you propose to the checklist to help capture their unique strengths, and why? Try to link to the Beaulieu and NCRCD readings.
- 4b. Use an asset-mapping perspective to analyze the first-person account by Doug Allard. For example, describe some of the individual capacities he mentioned. Describe the positive strengths of his community that helped him be successful?
- 5a. In “Chapter Two: Releasing the Power of Local Associations and Organizations,” Kretzmann and McKnight identify various associations and organizations that may be present in communities. From what you know of Native communities, what other unique associational and organizational assets might be important, and why? What would a community map of associations look like in your Native community, and how would your community’s strengths differ from the association list on p. 110?
- 5b. Discuss how you would incorporate a development communications approach into conducting asset mapping of local associations and organizations. For instance, how would you approach particular community organizations, and how would you communicate with them? What would be your assumptions? How do you think local associations might perceive and communicate with each other?

Reading:

Kretzmann and McKnight, Chapter 3, pp.171-273.

Assignment:

Part I – Individual Capacities due, e-mailed by Monday, July 3, 10 p.m central.

Week 4 (July 4-10): Asset mapping – Local Institutions; Midterm Assignments and Peer-Review.

Discussion (due by Monday, July 10, 10 p.m. central):

- 6a. In “Chapter Three: Capturing Local Institutions for Community Building,” Kretzmann and McKnight define institutions as, “more formal public, private and not-for-profit institutions,” and listed examples as, “schools, parks, libraries, police stations, social service agencies, community colleges, and hospitals” (p. 171). Based on the above definition and examples, what important and unique institutions might you find in a

- Native community, and what sorts of assets might they provide to a community development effort?
- 6b. Discuss how you would incorporate a community capitals approach into conducting asset mapping of local institutions. For instance, what kinds of institutions would be associated with the natural capital of a community? What about financial capital, social capital, and so on?

Reading:

- Cornell, Stephen and Joseph P. Kalt. (1993). Where Does Economic Development Really Come From? Constitutional Rule Among the Modern Sioux and Apache. *Harvard Project on American Indian Economic Development*. Retrieved on January 30, 2006, from: <http://www.ksg.harvard.edu/hpaied/docs/PRS93-7.pdf>
- Cornell, Stephen. (2000). Enhancing Rural Leadership and Institutions. *Conference Proceedings of the Beyond Agriculture: New Policies for Rural America*. Kansas City: The Federal Reserve Bank of Kansas City, Center for the Study of Rural American. Retrieved on January 30, 2006, from: <http://www.kc.frb.org/PUBLICAT/beyond/RC00Corn.pdf>
- Nebraska Sioux Lean Beef – Part A. Harvard Project on American Indian Economic Development. *Harvard Project on American Indian Economic Development*. Retrieved on January 30, 2006, from: http://www.ksg.harvard.edu/hpaied/pubs/documents/NSLB_Part_A.pdf
- Nebraska Sioux Lean Beef – Part B. Harvard Project on American Indian Economic Development. *Harvard Project on American Indian Economic Development*. Retrieved on January 30, 2006, from: <http://www.ksg.harvard.edu/hpaied/pubs/documents/LeanBeefPartB.pdf>
- Fort Belknap's Community Development Plan — Part A: The Idea That Would Not Go Away (read pp. A-1 to A-28) and Part B: The Process (pp. B-1 to B-20). *Harvard Project on American Indian Economic Development*. Retrieved on January 30, 2006, from: <http://www.ksg.harvard.edu/hpaied/docs/PRSC-5.pdf>

Additional Reading (optional):

- North, Douglass C. (1993). Economic Performance Through Time. From *Nobel Lectures, Economics 1991-1995*, Editor Torsten Persson, World Scientific Publishing Co., Singapore, 1997. Retrieved on December 17, 2005, from: <http://nobelprize.org/economics/laureates/1993/north-lecture.html>

Assignments:

Peer-review assignments due by Monday, July 10, 10 p.m. central.
Begin working on Part II – Local Associations & Organizations, and Institutions. **Due by Monday, July 24.**

Module 3 (Weeks 5-8): Strategies for Native American Economic Development

Week 5 (July 11-17): Institutions, Governance and Leadership; Case Studies: Nebraska Sioux Lean Beef, Fort Belknap's Community Development Plan.

Discussion (due by Monday, July 17, 10 p.m. central):

- 7a. What are Cornell and Kalt's argument concerning indigenous and modern forms of Native governance and their implications for economic development for Native American tribes? Do you agree with their thesis? Why or why not?
- 7b. Cornell's main points are that, for economic development in Indian Country, "local control matters," "institutions matter," "strategic thinking matters," and "leadership matters." Discuss how each of those four points could influence how a community development practitioner works with a Native community. Feel free to link your thoughts to the Apache and/or Oglala Sioux cases. Remember to cite any references.
- 8a. Using the community and economic development approaches discussed in class, evaluate the Nebraska Sioux Lean Beef case study. Choose one or more development approaches and argue how those approaches were, or were not, used in the economic venture. Discuss the implications of the way the economic venture was implemented. Compare and contrast your points with the Fort Berthold case study. Finally, speculate on what you think finally happened to Nebraska Sioux Lean Beef.
- 8b. Using the community and economic development approaches discussed in class, evaluate the Fort Belknap Community Development Plan case study. Choose one or more development approaches and argue how those approaches were, or were not, used in the economic venture. Discuss the implications of the way that Donovan worked to develop the project. Finally, speculate on what you think finally happened to Donovan's plan.

Additional Discussion (optional):

1. Apply North's framework to a Native American context. Give examples of tribal institutions and organizations. What type of formal and informal rules are there? How does culture and time affect how tribal institutions and organizations operate today? And, how do tribal institutions work with or against the more pervasive U.S. institutions?

Reading:

- Roser, Paul C. (2004). Searching for Salvation and Sovereignty: Blackfeet Oil Leasing and the Reconstruction of the Tribe. In *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (pp. 27-51). Boulder, CO: University of Colorado Press. (posted on Blackboard).
- Struckman, Bob and Ray Ring. (January 20, 2003). A breath of fresh air. *HighCountryNews.org*. Retrieved on April 3, 2006, from: http://www.hcn.org/servlets/hcn.Article?article_id=13658
- Small, Gail. (nd.). The Coal Wars. *Southwest Research and Information Center*. Retrieved on April 3, 2006, from: http://www.sric.org/voices/2005/v6n1/coal_wars.html
- Rosenthal, Nicolas G. (2004). The Dawn of a New Day? Notes on Indian Gaming in Southern California. In *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (pp. 91-111). Boulder, CO: University of Colorado Press. (posted on Blackboard).
- "Special Report: Indian Casinos: Getting It Right. This Tribe Plays for Keeps." (December 16, 2002). *Time*, Vol. 160, Issue 25. Retrieved on April 3, 2006, from: <http://www.time.com/time/covers/1101021216/ncasinotribe.html>
- Prairie Band Potawatomi Nation. (nd.). *A Vision of Development*. Retrieved on April 3, 2006, from: <http://www.pbpindiantribe.com/develop.htm>

Seitz, Mark and Darling, D.L. (2003). The Role of Harrah's Prairie Band Casino Property in the Area Economy: Jackson and Shawnee Counties in 1998-2001. *C.D. Study Report #212 Final Report*. Manhattan, KS: Kansas State University Research and Extension, Department of Agricultural Economics. Retrieved on April 3, 2006, from: <http://www.agecon.ksu.edu/ddarling/D2002/CD%20Study%20Report/CD%20Study%20Report212.pdf>

Additional Reading (optional):

Barlett, Donald L., Steele, James B. (December 16, 2002). Special Report: Indian Casinos: Wheel Of Misfortune, *Time*, Vol. 160, Issue 25. (posted on Blackboard)

Barlett, Donald L., Steele, James B. (December 16, 2002). Special Report: Indian Casinos: Who Gets the Money?, *Time*, Vol. 160, Issue 25. (posted on Blackboard)

May, James. (December 13, 2002). Gaming leaders denounce magazine slant. *Indian Country Today*. Retrieved on April 3, 2006, from: <http://www.indiancountry.com/content.cfm?id=1039787647>

Week 6 (July 18-24): Natural Resource Management: Blackfeet Oil Leasing, Northern Cheyenne Coal Wars; Gaming: Southern California Tribes, Prairie Band Potawatomi Nation.

Discussion (due by Monday, July 24, 10 p.m. central):

- 9a. Roser describes the political and cultural dynamics among the Blackfeet regarding collective and individual rights to natural resources and their economic distribution. In your opinion, should natural resources be collectively or individually owned and managed? Discuss the benefits and costs, in terms of sustainable economic development, of per capita payments versus tribal investments.
- 9b. The two articles concerning the Northern Cheyenne and coalbed methane provide opposing views of natural resource preservation and natural resource management. The preservationist view is driven primarily by cultural and environmental considerations while the management view is driven more by economic and social factors. While these two positions may seem diametrically opposed, you, as a community development practitioner, have been asked to help the community come together. Where do you see the common ground? How will you begin to build a common vision?
- 10a. While Indian gaming has undoubtedly brought economic benefits to some tribes, Rosenthal raises scholarly questions concerning the long-term effect of gaming on tribal culture, society, politics, and economy. He concludes his essay by describing recent developments for the Torres Martinez Desert Cahuilla Indian Tribe. If you were hired as an economic development expert by the Torres Martinez, what advice would you offer regarding their future economic development strategies, and why?
- 10b. The Prairie Band Potawatomi Nation's casino operation has been widely recognized as "getting it right" by Indians and non-Indians alike. What exactly are they doing "right?" And, what would constitute a tribe "getting it wrong?"

Reading:

Henson, Eric and Luxman, Nathan. (1998). Tool of Sovereignty: The Crow Commercial Code. *Harvard Project on American Indian Economic Development*. Retrieved on April 13, 2006, from: <http://www.ksg.harvard.edu/hpaied/docs/PRS98-4.pdf>

- Adamson, Rebecca, and Juliet King. (2002). *The Native American Entrepreneurship Report*. Fredericksburg, VA: First Nations Development Institute. Retrieved on April 13, 2006, from:
<http://www.firstnations.org/narc/iniatives/Publications/Native%20America%20Entrep%20Report.pdf>
- Hicks, et al. (2005). *Asset-Building in Tribal Communities: Generating Native Discussion and Practical Approaches*. St. Louis, MO: Center for Social Development, Washington University. Retrieved on April 13, 2006, from:
http://gwbweb.wustl.edu/csd/Publications/2005/Hicks_etal.pdf
- Malkin, Jennifer. (2004). *Native Entrepreneurship - Challenges and Opportunities for Rural Communities*. Washington, DC: CFED and Northwest Area Foundation. Retrieved on April 13, 2006, from:
<http://www.cfed.org/focus.m?parentid=2&siteid=41&id=62>

Further Reading (optional):

- Deweese, Sarah and Lou Florio. (2003). *Sovereign Individuals, Sovereign Nations: Promising Practices for IDA Programs in Indian Country*. Fredericksburg, VA: First Nations Development Institute. Retrieved on April 13, 2006, from:
<http://www.firstnations.org/narc/iniatives/Publications/IDA%20Paper%20-%2010.03.pdf>

Assignment:

Part II due, emailed by Monday, July 24, 10 p.m. central.

Begin working on Part III – Findings and Recommendations. **Due by Friday, August 4.**

Week 7 (July 25-July 31): Businesses Activity and Entrepreneurship: Crow Commercial Code; Asset-Building Strategies.

Discussion (due by Monday, July 31, 10 p.m. central):

- 11a. Both the Crow Commercial Code case and the Native American Entrepreneurship Report discuss structural barriers to business activity and entrepreneurship, such as a lack of a uniform commercial code, no independent judiciary, lack of access to credit, and lack of access to technical assistance. These discussions provide examples of a needs-based approach to community development. What strengths or assets in Native communities might represent “building blocks” for greater business and entrepreneurial activity?
- 11b. Organizations are created to fulfill institutional needs and, in the readings on Native business and entrepreneurship, we saw arguments for the role of independent courts, banks, lenders, and technical assistance providers. Yet, these organizational solutions are typically drawn from non-Native institutional contexts and are then applied to a Native context. Are there uniquely Native organizational solutions to the lack of business and entrepreneurial activity in Native communities? Why, or why not?
- 12a. A comprehensive strategy such as asset-building involves all levels of tribal communities, as well as federal and state governments, the private sector, and nonprofits. It also requires a long-term, multifaceted approach. The search for solutions to long-standing issues such as poverty has led to some appealing policy proposals, such as IDAs. Yet, Hicks et al., mention 4 core asset-building issues (pp. 14-17) that need to be resolved. How would you help a Native community find answers to those four core issues?

- 12b. The Malkin report highlights that Native entrepreneurship is a multi-faceted policy and implementation issue that involves many factors (e.g. culture, education, technical assistance, access to capital, etc.). Choose any two factors discussed in the report and describe the opportunities and challenges that exist in Native communities in general and in your community more specifically.

Further Discussion (optional):

1. Based on Dewees and Florio, what are the structural prerequisites for a successful tribal IDA program? In other words, what are the institutional rules (i.e. formal laws and informal cultural norms) and the organizational solutions (i.e., supporting public, private and nonprofit organizations) that need to be present? Why are they important?

Reading:

Champagne, Duane. (2004). Tribal Capitalism and Native Capitalists: Multiple Pathways of Native Economy. In *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (pp. 308-329). Boulder, CO: University of Colorado Press. (posted on Blackboard).

Assignment:

Peer-review assignments due, emailed by Monday, July 31, 10 p.m central.

Week 8 (August 1-4): Peer Reviews; Tribal Capitalism; Evaluations; Close.

Discussion (due by Friday, August 4, 10 p.m. central):

13. According to Champagne, describe the characteristics of “tribal capitalism” and how it differs from the Western capitalist model?

Assignment:

Complete course evaluation.

Part III due, emailed by Friday, August 4, 10 p.m. central.